**Global Intervention Plan: Guide to Establishing Priorities**

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Directions: Following completion of the UCC and ISSI, the next step is to identify UCC **areas** and **items** that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

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| **Selecting UCC Areas** | **Vision** “Begin with the end in mind” – Stephen R. Covey | |
|  | * What is the short and long-term vision of/for the individual?   *Note that “short-term” and “long-term” may be defined differently in order to be meaningful.* | |
|  | -The long term goal if for Chris to live semi-independently with a helper as needed.  \_The short term goal is for Chris to go to class on time and be prepared to be ready to learn (a school-wide goal) | |
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|  | * Which UCC **areas** would have the greatest impact on achieving this vision? | |
|  | Social cognitive differences emotional vulnerability  Sensory communication | |
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|  | **Settings** | |
|  | * In what settings does the individual participate? | |
|  | -direct instruction -specials -cafeteria  -mainstream classrooms -gymnasium | |
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|  | * Which UCC **areas** have the greatest impact on the individual’s ability to function in multiple settings? – | |
|  | * Social, restricted patterns of behavior, interests and activities * Communication, sensory and emotional. | |
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|  | **Quality of Life** | |
|  | * What is most important to the individual? What provides a sense of well-being?   *Consider independence, relationships, play/leisure activities, safety, health, etc.* | |
|  | -play/leisure activities, education in area of choice, safety and health | |
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|  | * Which UCC **areas** have the greatest impact on the individual’s quality of life? | |
|  | -social communication, patterns of behavior, sensory and  Emotional. | |
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|  | **Key UCC Areas** | |
|  | Based on your answers to the questions above, place a check **X** next to the key UCC **areas**.  *Transfer to the* ***Areas of Concern*** *section of the Ziggurat Worksheet.* | |
|  | Social  Restricted Patterns of Behavior Interests, and Activities  Communication  Sensory Differences | Cognitive Differences  Motor Differences  Emotional Vulnerability  Known Medical or Other Biological Factors |

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| **Selecting UCC Items** | **Key UCC Items** | |
| Select key UCC **items** for *each* of the UCC **areas** listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are more pivotal (building blocks for additional skills). Avoid selecting redundant items. | |
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| Write key item numbers and descriptions below. These items will be used to develop interventions keeping strengths and skills (identified on the ISSI) in mind. | |
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| *Transfer items to the* ***Selected UCC Item*** *section of the Ziggurat Worksheet. Develop interventions.* | |
| # 5 Social | # 80 Emotional |
| # 15 Restricted Patterns of Behavior | # 59, 60, 63 Cognitive difficulties |
| # 42, 47 Sensory | # 77, 84, 89 Emotional Vulnerability |
| # 64 (other) Time management | # |